

Half termly skills curriculum map. Orange 2 - Louise Bruce. Spring 1. 2020

<u>Literacy</u>	<u>MATHS</u>	<u>SCIENCE</u>	<u>ICT</u>	<u>PSD</u>
<p>Listening, engaging and responding to topic related stories including 'The Snail and the Whale'</p> <p>Engaging in sensory stories and props.</p> <p>Recalling and sequencing main events, exploring and describing key characters and answering simple questions based on the text.</p> <p>Matching and sequencing symbols.</p> <p>Role play - puppets and props</p> <p>Recalling and sharing weekend/special news.</p> <p>Phonics – rhymes, environmental sounds and initial sounds/letter recognition. Blending CVC words and building short sentences (symbols).</p> <p>Library time - handling and exploring books.</p> <p>Practising early handwriting skills - fine motor/mark making/what's in the bag activities/letter formation/writing frame.</p> <p>SALT targets.</p>	<p>Number: counting skills, number rhymes, 1:1 correspondence, matching numeral to quantity.</p> <p>Reading, writing and recording numbers.</p> <p>Ordinal numbers.</p> <p>Ordering and comparing numbers.</p> <p>Communicating intentionally, responding to options and choices.</p> <p>SSM: Capacity - exploring full/empty/half full, filling and emptying using different media (water/sand/rice etc).</p> <p>Experiencing and identifying more/less.</p> <p>2D and 3D shapes.</p> <p>Sorting objects.</p> <p>Reading and creating graphs.</p> <p>Calculation: Finding numbers of objects. Adding 1 more.</p> <p>Taking 1 away.</p>	<p>Life processes and living things - focus on animals and their habitats.</p> <p>Materials - exploring ice/water and floating and sinking.</p> <p>Also looking at water pollution and recycling.</p>	<p>Explore ICT programs and equipment.</p> <p>To make choices and communicate about what we see - gridpayer.</p> <p>Symbols and switches to communicate meaning.</p> <p>Subject related programmes - Prodigy, Education City, Phonics Play.</p> <p>Cause and effect using switches etc.</p>	<p>Personal targets.</p> <p>Turn taking.</p> <p>Sharing resources and play skills.</p> <p>Playing games with peers.</p> <p>Attending the school café.</p> <p>Participating in the wider school community.</p> <p>Develop independence.</p> <p>To make choices.</p> <p>Continue to develop skills in following rules and expectations.</p> <p>SALT targets.</p>

Half termly skills curriculum map. Orange 2 - Louise Bruce. Spring 1. 2020

Topic – Water				
<u>HUMANITIES</u> (RE, History, Geography)	<u>SENSORY ACTIVITIES</u>	<u>PHYSICAL EDUCATION AND DEVELOPMENT</u>	<u>DESIGN TECHNOLOGY</u>	<u>CREATIVITY</u> (Art and Music)
<p>Recall and share weekend/holiday news.</p> <p>Habitats - differences in hot environments and cold environments. Underwater animals.</p> <p>St Valentine's Day</p>	<p>Massage and interaction</p> <p>Sensory stories</p> <p>Sensory room</p> <p>Sensory music and story sessions - Mary/Karyn</p> <p>Sensory art sessions</p> <p>Sensory exploration/messy play</p> <p>Tac pac</p> <p>Movement and interaction sessions (PE)</p> <p>Physio</p>	<p>Jabadao approach - movement play: developing skills in movement, coordination and interaction.</p> <p>PE skills</p> <p>Yoga/relax kids</p> <p>Swimming targets/Hydro</p> <p>Daily wake up shake up</p> <p>Soft play</p> <p>Judo</p> <p>Outdoor: bikes, slide, steps, swing etc.</p> <p>Key stage multi sports sessions - tag rugby</p>	<p>Cooking: baking/cooking skills and following instructions. Skills in locating familiar equipment, washing/hygiene and exploring ingredients (smell/taste/texture)</p> <p>Freezing/melting water.</p> <p>Design and make boats.</p>	<p>Art: exploring different media to create pictures and models linked to the topic.</p> <p>Water painting.</p> <p>Ice cube painting</p> <p>Music: Rhymes and songs with repetition linked to topic.</p> <p>Musical instruments.</p> <p>Music sessions with Mary/Karen.</p>